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ABSTRACT

This section of Montgomery County Public Schools' Program of Studies series provides the curricular framework for high school physical education courses. An introduction describes the formulation, use, state and federal government influences, and graduation requirements of the countywide curriculum. The physical education program is outlined in four sections, covering the rationale behind the course of study and general information on guidelines for implementing the physical activities requirement. The courses are briefly described, including information on level, length of study, credit value, and prerequisites, if any. A list of the county instructional guides in physical education for grades 9-12 includes a detailed course description and audiovisual programs. (FG)

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Program of Studies

PHYSICAL EDUCATION
9-12

MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

SPRING 1979

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SP 016 566

PROGRAM OF STUDIES

PHYSICAL EDUCATION, GRADES 9-12

Department of Instructional Planning and Development
Montgomery County Public Schools
Rockville, Maryland

Spring 1979

SEP 2 1980

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Rockville, Maryland

FOREWORD

CURRICULUM AND INSTRUCTION

Curriculum may be defined as the general prescription for what teachers should teach and students should learn. In the Montgomery County Public Schools, the *Program of Studies* embodies this prescription. The *Program of Studies* includes the prescribed elements of programs and courses, including course titles, codes, instructional objectives, content descriptions, prerequisites, time allotments, credit values, and a point of view for instruction in each subject area. Based on the MCPS Goals of Education* these prescribed elements constitute the countywide framework within which schools develop and carry out instructional programs tailored to local needs. The relationship of curriculum to instruction in the MCPS, therefore, is that of the more general to the more specific. The *Program of Studies* provides specifications, sets limits, and indicates directions. It has direct and indirect implications for the selection and organization of content, patterns of learning and teaching, and evaluation of outcomes. However, the fulfillment of these specifications and implications is determined at the individual school level. The MCPS instructional program is, therefore, the interaction of the *Program of Studies* framework with the efforts of the individual schools. An appreciation of this interaction is necessary for an understanding of the place of the *Program of Studies* in the work of the schools.

The framework represented by the *Program of Studies* makes possible a unified countywide instructional system which at the same time permits the flexibility of programming required in a large and diverse county. At points, the *Program of Studies* may prescribe instruction very specifically. This may happen with regard to a socially sensitive topic such as sex education, or it may result from the rigorous requirements of establishing an instructional system in mathematics. But this degree of specification is unusual in the *Program of Studies* inasmuch as its level of prescription is generally represented by the instructional objectives it contains for all programs and courses. Instructional objectives are general statements of what the student should attain and are thus appropriate for all students taking a given program or course. Performance objectives are more specific statements of what the student should attain. Formulated or adopted by teachers in relation to the instructional objectives, performance objectives are used in planning classroom instruction. They are thus specific enough to form the basis of day-to-day work and of evaluation of the student's progress. In this movement from instructional to performance objectives, the teacher finds the guidance and the leeway to plan for students of a wide variety of needs and abilities. An examination of the illustrative performance objectives found in instructional guides and in teachers' lesson plans makes clear how great this range is.

An additional means of differentiating instruction which becomes increasingly important at the upper grade levels is provided by elective courses. The use of electives to provide for students of varying abilities and interests differs considerably from subject to subject. Almost all subjects have courses or course sequences which provide for enriched content and advanced or specialized work. Some provide for accelerated movement; some offer additional courses for advanced or specialized work; and some have differentiated paths among required and/or elective courses. The structure of each subject area and the ways by which it employs electives to provide for diverse student needs is indicated in the Grades 9-12 portion of the program description for each subject.

Information regarding each subject area appearing in the *Program of Studies* is presented, when appropriate, as two sections — one for Grades K-8 and one for Grades 9-12. For those subject areas spanning Grades K-12, both sections must be consulted for a full description of the program.

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*Adopted February 12, 1973 by the Board of Education of Montgomery County, Maryland

Each subject area section, whether K-8 or 9-12, has the following subsections: Point of View, General Information, Description of Program, and Instructional Guides.

The Point of View subsection includes reasons for studying the subject, general outcomes sought, ways in which the area of study is pursued in MCPS, and relationships to other subject areas. It also explains how students of varying abilities and interests in the subject are provided with differentiated performance objectives. An explanation of how study of the subject fulfills one or more of the MCPS Goals of Education* is included either in the Point of View subsection or as General Information. For those subject areas spanning Grades K-12, the Point of View is identical in both the K-8 and 9-12 sections.

The General Information subsection includes an explanation of how study of the subject fulfills the MCPS Goals of Education (unless this explanation has appeared in the Point of View) and how it is organized for instruction. Information is given about subject area tests required by the county or state and about federal and state involvement when it is important or distinctive for the subject area. Information about the fulfillment of graduation requirements, Grades 9-12, is also given in some detail for those subjects in which specific requirements exist. Other information specific to the subject also appears.

The largest portion of each subject area section is the Description of Program. It describes the program and supporting courses, identifies the instructional objectives for each, and includes any other prescribed or pertinent elements. For Grades 9-12, this subsection is divided into a List of Courses and a Description of Courses. The List of Courses gives a brief view of subject offerings at this level and serves as a table of contents to the subsection. The course descriptions, along with the narrative material and instructional objectives for each course, give course title, level, length, code, credit value, and prerequisites (if any).

At the end of each subject area section, there appears a list of pertinent MCPS instructional guides. This subsection is amplified to include existing annotated bibliographies, scope and sequence charts, or other such instructional materials in the subject which may have been prepared by MCPS staff.

USE OF THE PROGRAM OF STUDIES

The *Program of Studies*, as the curricular framework for the MCPS, promotes learning through a convergence of educational efforts. Students, teachers, administrators, parents/guardians, and other members of the community use the *Program of Studies* in a variety of ways to achieve the common goal of effective education.

A curriculum stated in terms of general (instructional) objectives informs the *student* of what the school intends him/her to learn and makes it easier to participate in setting specific performance objectives with teachers. Increase in learning efficiency is more apt to take place when a student knows the goal of learning. The student is also more apt to make a commitment to successful learning when at appropriate times he/she is able to select instructional methods and materials. Finally, the student's sense of achievement is reinforced when progress can be noted in the gaining of objectives.

The *teacher* who is familiar with the *Program of Studies* can be more effective in conferring with parents/guardians as well as being in a stronger position to establish specific teaching objectives, plan lessons, select instructional materials, and assess learning progress and teaching functions.

The *school principal* uses the *Program of Studies* as an administrative guide in its listing of approved courses, titles, and codes. The administrator can also deepen staff and community understanding for the

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total educational program as the *Program of Studies* is employed in teacher conferences, faculty and department meetings, and parent/guardian meetings. School effectiveness can be enhanced as the principal organizes people and resources to help learners gain the stated ends of instruction.

Learning outcomes and other information included in the *Program of Studies* give *parents/guardians and other members of the community* information useful to them. They can better understand the instructional program for their elementary school children and advise secondary school youth in course selections. Knowledge of the *Program of Studies* also enables families and other community members to communicate more effectively with their children, teachers, and school administrators.

CURRICULUM CHANGE AND MODIFICATION OF THE PROGRAM OF STUDIES

The curriculum of any public school system must reflect the continual change of the society of which it is a part. As the MCPS curriculum changes, the *Program of Studies*, which establishes the MCPS curriculum in printed form, must be modified accordingly.

In MCPS, a proposal for a new or revised program or course can originate with any individual or group in the community or school system. The staff of the Department of Instructional Planning and Development encourages, coordinates, and assists the development of such proposals. In general, the staff has responsibility for modification of curriculum as required by state and local law and policy, and for continual assessment of the need for curriculum change. Procedures for effecting changes in curriculum and the *Program of Studies* are specified in MCPS Regulation 345-1, "Development and Approval of Curriculum and Supporting Materials." These procedures first state the involvement of community and school personnel in the initiation, development, review, and tryout of proposed curriculum changes; describe the role of the Council on Instruction as a reviewing and recommending body for the superintendent; and identify the final steps of approval by the superintendent and the Board of Education. The regulation also cites relevant portions of these Board of Education policies and Maryland public school laws upon which its procedures rest.

STATE AND FEDERAL GOVERNMENT IN RELATION TO THE CURRICULUM

The major influence of the Maryland State Department of Education upon local curriculum has traditionally been through the MSDE's specification of the requirements for graduation from high school. (These graduation requirements and other provisions for earning credit are summarized on page vii.) Two newer and equally important MSDE influences stem from a state educational accountability law* and the currently evolving Project Basic.**

The Maryland Educational Accountability Act imposes several requirements in its implementation of statewide accountability. These include the establishment of goals and objectives in, but not limited to, reading, writing, and mathematics at three levels — state, school system, and individual school. The goals and objectives at the system level must conform with those established at the state level, and those established by individual schools must conform with those of the local system and the state.

Also required by the Act is a school-by-school survey of the current status of student achievement in relation to established objectives, the development of programs by each school for meeting its own needs, and the establishment of evaluation procedures for determining the effectiveness of these programs. Regular reevaluation of programs, goals, and objectives is also a stipulation of the Act.

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*Article 77, Section 28a, of the *Annotated Code of the Laws of Maryland* was passed during the 1972 session of the Maryland General Assembly. The law has come to be called the "Educational Accountability Act."

**See "The Comprehensive Plan Maryland Competency-Based Prerequisites for Graduation," a publication of the Project Basic Office of the Maryland State Department of Education, 1978.

The state plan for implementation of the Accountability Act* specified that, effective the spring of 1974, the Iowa Test of Basic Skills and the Cognitive Abilities Test would be given to all pupils in Grades 3, 5, and 7. Use of these tests has given rise to concerns about the limitations of nationally norm-referenced tests and the small part of the MCPS curriculum that is measured by the ITBS. As a result, the Maryland State Board of Education has adopted a new schedule of assessment which includes the use of the Maryland Functional Reading Test and the Maryland Functional Mathematics Test in the secondary grades. These two tests, developed at the state level, are criterion-referenced tests. This means that they test specific skills or information without regard to how well similar student populations do on a given test item. Students who pass these tests in the ninth grade will not be tested again in connection with this program. Those who fail either test will receive appropriate instruction and retesting.

Through its Project Basic, the Maryland State Board of Education is reaffirming its responsibility for establishing statewide educational standards and stating its commitment to the development of behaviors basic to effective adulthood.** The state board specified five areas of human activity in which students should develop skills and attitudes for life-functioning. The five areas and their definitions as stated in the paper are:

A. Basic Skills — All people must be able to read, write, and calculate.

B. Survival Skills — Schooling should equip all public school youth with these kinds of fundamental skills: consumer, parenting, interpersonal relations, mechanical, and personal finance.

C. World of Work — Schooling should lead to securing employment upon graduation or post-secondary education. All public school youth should be made aware of the options and opportunities of the world of work without racial or sexual bias.

D. World of Leisure — Schooling should help the student become involved in creative and healthful lifetime activities.

E. Citizenship — Citizenship should include becoming involved in the electoral process, participating in local civic affairs, and understanding the system of justice.

To implement this action of the Maryland State Board of Education, State Superintendent of Schools David Hornbeck established the Project Basic Office. Its staff is currently involved in identifying the basic competencies in the five areas. It is also to design and develop instructional activities for the five areas of human activity, develop assessment measures to certify student acquisition of the specified competencies, and coordinate the statewide implementation of minimal competencies as a prerequisite to graduation. The project is to be fully implemented by 1982.

The impact upon the MCPS curriculum of the educational accountability and the competencies programs is as yet difficult to calculate. In one sense, the impact may not be great because the objectives of the accountability program (and, it is anticipated, the competencies of Project Basic) are to a large extent already included in the MCPS curriculum. References to the impact of the educational accountability law on specific portions of curriculum are included in the *Program of Studies* within the Information sections of the descriptions for Reading, English Language Arts, and Mathematics. On the other hand, these two state programs may have a significant impact on curriculum emphasis and

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*See the "Maryland Handbook on the Accountability Assessment Program, Maryland State Department of Education, Adapted to MCPS Test Administration Procedures," issued by the MCPS Department of Pupil and Program Appraisal, February 1, 1974.

**See *The Mission of Schooling*, Maryland State Board of Education, January 1977.

balance. They could affect time allotments within and among subjects and courses and thus affect even the definition of the subjects and courses themselves. How these statewide programs are developed and how MCPS students perform on the required evaluations will determine the impact of these programs upon curriculum. They are certain to have impact upon instruction and probably even more impact on evaluation procedures.

Federal and other state involvement in curriculum is mentioned in the descriptions of those subject areas where it is found, e.g., health education and some of the vocational education subjects.

TIME ALLOCATIONS AND GRADUATION REQUIREMENTS

In the following chart, time allocations are shown for subjects Kindergarten through Grade 8. The allocations are given in minutes per week, and school administrators are expected to use them in establishing program balance.

Subject	K	Grades 1-2	Grades 3-6	Grades 7-8
English Language Arts/Reading	200	700	475	225
Mathematics	75	200	225	225
Music	100	100	100	75
Physical Education	125	150	150	225
Science	75	125	225	225
Social Studies	75	125	225	225
Home Economics and Industrial Education	—	—	—	75
Electives				225
Total	750	1500	1500	1575

The MCPS Policy on the Middle School directs the school system to provide "a curriculum based on the developmental needs of pre- and early adolescents which places primary emphasis on acquisition of basic skills but also provides a wide range of exploratory and enrichment experiences."* Middle schools are organized into interdisciplinary teaching teams which provide opportunities for flexible student grouping and scheduling. Therefore, daily, weekly, and master schedules in middle schools will not be characterized by fixed time intervals for each subject area.

New standards for high school graduation were enacted by the Maryland State Board of Education on November 27, 1974, and became effective for students entering ninth grade in the fall of 1975. These standards thus become effective for all students in Grades 9-12 in the school year 1978-79. The standards define a unit of credit; specify credit requirements for graduation; and list several provisions for earning credit and several alternatives to four-year enrollment. MCPS Regulation 310-3, "High School Graduation Requirements," includes these state graduation requirements, the policy of the Montgomery County Board of Education with regard to them, and guidelines for their implementation.

*The MCPS Policy on the Middle School, adopted December 13, 1977

With exceptions specified under "Alternatives to Four-Year Enrollment," the MCPS student must, beyond the eighth grade, complete four years of approved study and earn a minimum of 20 credits. Twelve and one-half of these credits must be in the areas specified below. The additional seven and one-half elective minimum units may be chosen from offerings in any curricular area.

English Language Arts	4 credits
Social Studies	3 credits (One must be United States History; and one must deal with contemporary issues including local, state, and national governments.)
Science	2 credits
Mathematics	2 credits
Physical Education	One-half credit, required in Grade 9, and one-half credit sometime during Grades 10-12
Physical Activity*	Two semesters of physical activity sometime during Grades 10-12 (One-half credit of elective physical education fulfills the requirement of two semesters of physical activity.)
Health Education	One-half credit, required in Grade 9

The several provisions listed by the state for earning credit in addition to regular school day and school year programs are summer school, evening school, correspondence courses, tutoring, examination, and work study programs or experience outside the school. On pages 10 and 11 of MCPS Regulation 310-3, the Montgomery County Board of Education guidelines for each of these provisions are shown. The provision on credit by examination is being implemented as examinations appropriate to MCPS courses can be developed. During the 1977-78 school year, such examinations were given for Algebra 2; Trigonometry; and English, Grade 12.

The alternatives to four-year enrollment are an accelerated twenty-credit program; an early college admission program; early admission to approved vocational, technical, or other post-secondary school; and a job entry training program. To receive a high school diploma through any one of these alternatives, the MCPS student must receive approval for waiver of the four-year enrollment requirement. MCPS Regulation 310-3 includes the steps for requesting and receiving approval of the waiver. In addition to reading the regulation, which is available in all school offices and in school instructional materials centers, students and parents/guardians should consult local school counselors with regard to any of these provisions or those concerning earning credit outside the regular school day and year.

INTERAGENCY PROGRAMS

As has been stated, the *Program of Studies* prescribes the curriculum for all MCPS students by allowing for much differentiation of instruction. Instructional alternatives are created by varying content, assessment criteria, pace, and the pattern of courses the student takes. Beyond this differentiation, special instruction and other services are provided for handicapped students. In order to provide programs for all handicapped students, MCPS coordinates services with local and state agencies and other resources.

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* See pages 3-4 of the Physical Education Grades 9-12 section of the *Program of Studies*.

For those students who are most severely handicapped, including those who are placed outside of MCPS schools, the MCPS curriculum is adapted as required to meet the limitations of the students. Information about programs for these students is available from the Placement Unit of the Department of Interagency Programs, MCPS Office of Continuum Education.

AVAILABILITY OF INSTRUCTIONAL MATERIALS

The instructional guides listed at the end of each subject area section of the *Program of Studies* are on file in school Instructional Media Centers and in the Professional Library (formerly the Educational Materials Laboratory) at the Educational Services Center. They may be ordered from the Division of Supply Management, Department of School Services, MCPS Office of Supportive Services, which maintains a list of the guides stocked in its warehouse.

Occasionally, there will be a need in a subject area for publication of some supplemental instructional material such as a scope and sequence chart or a bibliography. If such exist, they are also listed at the end of the subject area section.

The Department of Instructional Resources, MCPS Office of Program Development, maintains files of approved textbooks and text materials and of approved films. A list of approved textbooks and text materials is published annually. Questions regarding this list should be addressed to the Division of Instructional Materials, Evaluation and Selection. A list of approved films is published periodically, and questions regarding it should be addressed to the Film Library of the Division of Instructional Materials, MCPS Department of Instructional Resources.

The Goals of Education

Adopted by the Board of Education — February 12, 1973

The goals of education for the Montgomery County Public Schools are set forth in this statement of public policy to guide the school system in developing, implementing, and improving educational programs for its students. This statement outlines those goals considered by the citizens of the county as most important for the education of their children in public schools and for which the citizens will hold the school system responsible and accountable.

The school system has the primary responsibility for some of these goals. For others, it shares that responsibility with the home and other community institutions.

The extent to which these goals can be realized will depend upon the endorsement by and continuing commitment of the school system staff, students, parents, and the community. With broad endorsement and wide support, the Montgomery County Public Schools will continue its development to serve its students and community in the most effective way possible.

Education is a process that encompasses the total experiences of each individual throughout a lifetime of formal and informal learning. The school program, as a keystone in this process, should provide opportunities and encouragement for students to acquire knowledge, to explore ideas, to ask questions, and to seek answers that will lead to sound and useful conclusions.

The probability of success motivates students to learn. Each school must create a program and maintain a climate in which every student has opportunities for success. Each individual is unique, and the school shall encourage that uniqueness. The school should help the student understand his [/her] values and the values of others.

The school program, while developing the skills of learning, should be based on the study of broad human concerns, flexible enough to deal with changing concerns and at the same time related to the needs, interests, and concerns of each student. The program should offer opportunities for decision-making. It should help the student develop the capacity to learn throughout his [/her] lifetime, to respond to and understand other human beings, and to accept full responsibility for the results of his [/her] actions.

Therefore, the Montgomery County Public Schools dedicates itself to provide the opportunity, encouragement, and guidance to make it possible for every child to attain the following goals of education:

ACADEMIC SKILLS

The fundamental responsibility of the school is to develop programs that enable each child to acquire those skills basic to all learning. The achievement of all other goals depends upon the success of the school in ensuring that each student, according to his [/her] own abilities, attain the following basic skills:

- **Reading:** The ability to read and comprehend written material and relate it to other knowledge
- **Composition:** The ability to write with precision, clarity, and acceptable usage, whether to inform, inspire, or persuade
- **Listening and Speaking:** The ability to listen attentively and with understanding and to speak with confidence and effectiveness, whether from written material or extemporaneously
- **Mathematics:** The ability to perform computations, to solve common problems of mathematics and logic, and to understand the structure of mathematics so it can be a useful tool in daily living
- **Study:** The development of basic study skills so that he [/she] may acquire knowledge efficiently
- **The Arts:** The development of some of the basic disciplines and skills in the performing and creative arts to be used throughout his [/her] life for communication, expression, and enjoyment
- **Observation:** The ability to identify and differentiate elements of the world around him [/her] as they are useful in personal, academic, and artistic pursuits

PHYSICAL DEVELOPMENT

Each person matures physically at a different rate and possesses differing capabilities. The school has the obligation to help each student:

- understand the biological functioning of his [/her] body
- make the best both of physical talents and limitations
- develop good health habits, skills, and interests to maintain his [/her] body in optimum condition throughout his [/her] lifetime

INTELLECTUAL DEVELOPMENT

In addition to acquiring academic skills, each individual should develop his [/her] intellectual capabilities to the fullest extent possible. Therefore, the school will encourage each pupil:

- to think creatively
- to reason logically
- to apply knowledge usefully
- to deal with abstract concepts
- to solve problems

THE INDIVIDUAL AND SOCIETY

Every person must learn to live in a society. The school must help each student develop an understanding of [people] and of how the individual depends upon others and they on him [/her]. This requires that each student gain:

- knowledge of himself [/herself] and the characteristics, needs, and desires he [/she] shares with others
- sensitivity to others and their ideas, and the ability to act responsibly in various situations
- the ability to function productively as a member of a group
- familiarity with the legal, moral, ethical, and cultural heritages of his [/her] and other societies
- knowledge of the various political systems and philosophies of the world

SCIENTIFIC UNDERSTANDING

[We] must exist in the natural world. The school must help each student understand nature's impact on [us] and [our] impact on nature. This requires that each student gain:

- knowledge of natural phenomena and their effect on [people]
- understanding of scientific advances and their part in modern technology
- understanding of the scientific method
- appreciation of the ways in which the application of scientific principles can improve the quality of life while preserving the natural order

AESTHETIC EXPRESSION

[We], to realize [our] full potential, must be able to sense and appreciate beauty in the world around [us], whether created by nature or by [people]. The school must help each student gain:

- knowledge of the nature of the creative performing arts
- experience with a wide variety of art forms
- a perspective for developing his [/her] own aesthetic criteria and tastes
- understanding of the contribution of the arts to human communication

CAREER DEVELOPMENT

Productive and satisfying work enriches [our lives]; and with increasing leisure time, many people will use various occupational skills for avocational purposes as well. The school must help each student gain:

- knowledge and appreciation of the wide variety and interrelationships of occupations in modern society
- opportunities to explore potential occupations in relation to personal aptitudes and interests, unrestricted by stereotypes of sex, race, or socio-economic level
- the knowledge, skills, and abilities that enable him [/her] to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities

COMMITMENTS

The Board of Education and the staff of the Montgomery County Public Schools must create and maintain an educational environment that promotes the attainment of these goals by all students. Toward this end, therefore, the public schools make the following commitments to the citizens of Montgomery County:

- *To attract and retain the most qualified and best trained staff possible through dynamic programs of recruitment, supervision, and continuing in-service training and staff development opportunities*
- *To develop and implement a comprehensive and flexible instructional program to achieve the aforementioned goals and to provide the facilities, materials, and equipment needed to enhance the effectiveness of the program*
- *To evaluate the effectiveness of the instructional program continuously, and regularly report the findings to students, parents, staff, and the community*
- *To adopt new and different approaches when it is determined that they will contribute more effectively to the fulfillment of the goals*
- *To encourage a continuing dialogue with the entire community, making every effort to communicate needs and achievements, and to be responsive to the needs and aspirations of the school community*
- *To utilize facilities and staff, in cooperation with other agencies, in the development of preschool, community school, and adult education programs that will meet the continuing educational needs of all citizens*
- *To provide an accountability procedure for informing county citizens of the objectives and costs of their school system and of reporting periodically on the educational investments made with their tax dollars*

PHYSICAL EDUCATION, GRADES 9-12

POINT OF VIEW

Instructional programs in physical education are based on the play and movement behavior of young people during their school years. The essential focus is on helping students to develop motor abilities which permit them to respond and act in effective and satisfying ways. Since some students need special instruction for various physical, mental, and emotional causes, attention is being given to the development of adaptive physical education approaches.

Of initial importance in the primary grades is the learning of basic motor patterns and perceptual motor skills, some of which appear to have an effect upon academic progress. The development of a positive self-concept is encouraged as the teacher seeks evidence of individual progress and designs the program so that all children have opportunities to be successful.

Physical education is both a means and an end. It is a *means* in that it provides a medium for achieving optimum growth and development of the person. Instructional situations should provide students with opportunities to learn and practice desirable social behavior. Both the process of skill acquisition and the ultimate level of achievement should serve as a source of enjoyment and challenge for the learner. Physical education is an end in itself because the benefits of activity are both pertinent and necessary no matter what one's age group.

Health and physical fitness are vital in today's living. Physical education's unique contribution is the development of these traits in an individual. A major emphasis of the program, therefore, is to encourage involvement in physical activity throughout life. More people have leisure time today than ever before. Physical education should provide the skills and concepts by which these leisure hours can be filled with the most satisfaction and enjoyment. Furthermore, such matters as the relation of exercise and physical fitness to weight control and heart disease are being studied.

GOALS OF PHYSICAL EDUCATION

The Goals of Education for Montgomery County Public Schools* are set forth in a statement of public policy to guide the school system in developing, implementing, and improving educational programs for its students. The goal of physical development states:

> Each person matures physically at a different rate and possesses different capabilities. The school has the obligation to help each student:
>
> > Understand the biological functioning of his [/her] body
> >
> > Make the best both of physical talents and limitations
> >
> > Develop good health habits, skills, and interests to maintain his [/her] body in optimum condition throughout his [/her] lifetime

To promote attainment of this goal, the physical education program will endeavor to accomplish the following objectives:

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*adopted February 12, 1973 by the Board of Education of Montgomery County, Maryland

I. The student will attain an appropriate level of physical fitness —

by developing and maintaining a level of physical fitness appropriate to his/her age and/or grade level and health status. Physical fitness refers to the level of efficiency of the muscular, circulatory, and respiratory systems.

II. The student will demonstrate a positive attitude toward physical activity —

by supporting physical activity programs and participating regularly in a variety of physical activities.

III. The student will acquire knowledge and understanding that facilitate participation in a variety of physical activities —

demonstrating a knowledge of the vocabulary, rules, and strategies of a variety of physical activities as well as concepts and principals relating to physical performances.

IV. The student will develop basic skills relating to a variety of physical activities —

demonstrating proficiency in the basic movement patterns and fundamental skills necessary to participate in a variety of physical activities.

V. The student will demonstrate positive social and emotional behavior —

adapting in a positive manner to social and emotional demands relevant to participation in physical activities. This includes self- and group adjustment through the realization of individual abilities and capacities essential to the welfare of self and others.

VI. The student will understand how participation in physical activities contributes to healthful living —

demonstrating a knowledge of the relationship between physical activity and the development of physical, mental, and emotional health. Safety practices learned through participation in various physical activities should be reflected in day-to-day living situations.

VII. The student will value activity as a means of self-realization and fulfillment —

gaining personal enjoyment and satisfaction from participating in and observing physical activity. Development of this attitude focuses on opportunities to be creative and expressive through physical activity and encourages artistic and aesthetic satisfaction through movement.

GENERAL INFORMATION

Introduction — Grades 9-12

In Grade 9, a finer development of physical skills, coordination, and abilities is sought. Students are allowed some range of choice including a variety of coed, team, individual, and developmental activities.

In Grades 10, 11, and 12, increasing emphasis is placed on the concept of regular physical exercise — especially those activities with a carryover value for the adult years. Such "life-time" sports are placed in the category of individual and dual activities and provide the skills for making worthy use of the increasing amount of leisure time our society affords most adults. Within the senior high physical education program, team sports are highly organized. Efforts are made to individualize the physical education credit program through all available means, including student choice of activities. Other

options provide flexibility for the students in the approved non-credit activity programs and contractual arrangements between student and teacher. Contractual arrangements between students and physical education teachers should indicate the physical activity to be pursued, the student outcomes anticipated, and the methods by which the student will be evaluated. (See section below on Graduation Requirements.)

Student participation in intramural games and sports is encouraged in Grades 9-12 in an effort to meet more completely the needs for full and vigorous group and individual competition. The opportunity to train and compete under qualified supervision should be available to all students in a variety of activities each season of the year.

Graduation Requirements

Maryland state graduation requirements specify that a physical activity program is required for all students. The local school system may provide for the fulfillment of this physical activity requirement by offering courses through which students acquire one credit of physical education or by having students participate for two years in non-credit physical activity programs.

The MCPS physical education requirement for graduation is as follows:

1. One semester of physical education in Grade 9 for ½ credit, *and*

2. One semester of physical education sometime during Grades 10, 11, and 12 for ½ credit, *and*

3. Two semesters of physical activity sometime during Grades 10, 11, and 12

One semester of elective physical education will fulfill the requirement of two semesters of physical activity.

This requirement will become totally effective with the class of 1983. In order not to adversely affect students in the transition years, the following expectations are outlined:

Class of 1982 — two semesters of physical activity sometime in Grades 10, 11, and 12*

Class of 1981 — requirement fulfilled*

Class of 1980 — requirement fulfilled*

*This assumes the student has fulfilled the current requirement to this grade level.

A student is required to earn a full credit prior to graduation except when the student's health would be adversely affected, *as certified by a physician.*

Provided the program meets the state time stipulations (two periods per week), the following ways of fulfilling the physical activity requirement and earning elective physical education credit may be made available by the school:

1. Enrollment and satisfactory participation in a physical education class which meets every day for one semester, or enrollment and satisfactory participation in a physical education class which meets two periods per week for a school year

   or

   Enrollment and satisfactory participation in two nine-week courses which meet five days per week

2. Successful completion of a summer physical education course conducted by Montgomery County Public Schools

   A student who participates in a summer program will earn one-half elective physical education credit and will fulfill the physical activity requirement for one semester. This may be either original or review credit.

The following means of fulfilling the physical activity requirement may be made available by the school to students not desiring to earn credit:

1. Participation in a varsity or junior varsity sport for a minimum of nine weeks fulfills the activity requirement for one semester.

   The winter sports which overlap both semesters may be applied to either semester.

2. Participation in intramurals

   A student must be enrolled in the program the equivalent of two days a week for the semester to fulfill the requirement for one semester.

3. Participation with the marching band

   The time requirement per semester may be fulfilled by a maximum of 18 hours marching time in school day band activity; a maximum of two hours for each marching parade; one hour for each home football game when the band performs.The aggregate hours must total 36 per semester.

4. Successful completion of a physical activity program conducted by an outside agency whose programs have been approved by Montgomery County Public Schools

   A student must participate in the program a minimum of 36 hours per semester. Participation in a program conducted by an outside agency during the summer for a minimum of 36 hours will fulfill the requirement for one semester of the school year. The outside agency must verify to the school that the student has completed the approved course or program and that it meets stipulated time requirements.

5. Participation in majorettes, pompons, and cheerleaders, provided the activity is adequately supervised and meets the state time stipulation

6. Satisfactory participation in and completion of out-of-class program which meets the state time stipulation and the criteria outlined below in the section entitled "Physical Activity Contract Program"

7. Satisfactory participation in school-sponsored groups or clubs which meet the state time stipulation and the instructional requirements

Guidelines for Implementation of the Physical Activity Requirement

Administrative Procedures Governing Physical Activities

To obtain approval for participation in a physical activity program, the student must submit MCPS Form 345-24, Request for Approval of Physical Activity Program, prior to enrollment in the program. Students enrolled in an elective credit physical education course do not submit the form.

Report cards will be marked at the end of each semester. Students in physical education will receive a letter grade. Students in a physical activity program will be marked S (Satisfactory), U (Unsatisfactory), or I (Incomplete).

1. Physical Education

   At the end of each semester, physical education teachers will prepare a list of students fulfilling the physical activity requirement through physical education elective course.

2. Intramurals

   At the end of each semester, intramural directors will prepare a roster of students fulfilling the physical activity requirement through the intramural program.

3. Athletics and Related Activities

   At the end of each semester, the coach or sponsor will prepare a roster of students fulfilling the physical activity requirement through athletics and related activities.

4. Physical Activity Contract Program

   A physical activity contract program must meet the following criteria and time requirements:

   - The program must be instructional in purpose.
   - The student must be enrolled in the program the equivalent of two hours a week.
   - The program must be approved, supervised, and evaluated in accordance with Montgomery County Public Schools policies and guidelines.
   - The program must be contracted for with a physical education teacher and include agreed-upon objectives and evaluative procedures. The activity may be in association with a non-physical education faculty member, but the contract is made with the physical education teacher. The student will be carried on the regular class rolls of the contracting teacher who will be responsible for periodic progress reports.

5. Outside Agency Program

   At the end of each semester, students fulfilling the physical activity requirement through participation in an outside agency program will submit verification of satisfactory participation. This verification must be signed by the person responsible for the instruction at the agency and returned to the principal or designee by the student.

6. Career and Vocational Education

   Physical activity for career and vocational education students will be determined by the teacher in consultation with the principal. Because of the uniqueness of certain of these programs, the fulfillment of the physical activity requirement will be made on an individual school basis.

7. Early Graduation

   Students in the early graduation program shall be considered to have fulfilled the physical activity requirement when they are no longer required to attend school.

8. Dropout from Physical Activity Program

   A student who drops out of a physical activity program must take the initiative to enter another program to fulfill the requirement. The physical education staff will determine what portion of the physical activity requirement has been fulfilled.

9. Fulfillment of Requirement for Graduation

   A student who has not fulfilled the physical education/physical activity requirement will not be considered to have fulfilled requirements for graduation.

Procedures for Approving Outside Agency Programs

Request for approval of a program by an outside agency must be submitted by the agency on MCPS Form 345-27 to the coordinators of physical education. The coordinators of physical education will approve or disapprove requests, based on criteria developed to determine that such programs satisfactorily meet the physical activity requirements; e.g., time, nature of activities, adequate instruction, and supervision.

Individual students, schools, or area offices may recommend outside agency programs; but approval must come from the coordinators of physical education.

To obtain approval for participation in an outside agency program, the student must submit MCPS Form 345-26 to the school. The form must be signed by the student, the student's parent/guardian if the student is not of the age of majority, and an agency representative.

The student's parent/guardian or the student, if the student is of the age of majority, will be responsible for the cost of tuition of the program and for providing transportation to and from the program. Montgomery County Public Schools is not responsible for accidents which may occur during the outside activity or during transportation to or from the program.

Federal Legislation Involving Physical Education

Title IX

In 1972, the United States Department of Health, Education and Welfare passed the regulation Title IX. In brief, Title IX prohibits discrimination on the basis of sex in all educational institutions receiving federal funds. Because of its traditionally sex-segregated classes, physical education became a focal point of examination surpassed only by interscholastic athletics.

The MCPS Department of Instructional Planning and Development vigorously supports a well-balanced and educationally sound physical education program for all students, which will in itself meet the requirements for Title IX. To date there have been many interpretations as to what constitutes full compliance. Basically, the law states that instruction in physical education must be coeducational except in specified contact sports — rugby, wrestling, football, ice hockey, and boxing.

As we await more specific classification, instruction should continue to insure the safety of all students. This may be accomplished in a number of ways such as classifying according to student size and skill, and coeducational instruction incorporating segregated competition within the class. In addition, special educational programs are expected to provide varied and vigorous coeducational programs for all students. All students will have equal access to instruction, facilities, and equipment.

PL — 94-142 and Section 504

Public Law 94-142 and Section 504 deal with educational opportunities available to students with handicapping conditions. Students are guaranteed the right for a total educational program in the least possible restrictive environment. In general, these two laws do apply to the same populations. However, some important differences do exist. As used in PL 94-142, the term *handicapped children* means those children who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or having specific learning disabilities. On the other hand, Section 504 defines a handicapped individual as one who has a physical or mental impairment that substantially limits one or more of the person's major life activities; has a record of such impairment; or is regarded as having such an impairment. The first part of the Section 504 definition refers to the same groups and individuals as are referred to in PL 94-142. It should be noted that neither law suggests or implies that an individual solely by nature of a handicapping condition is governed by its provisions. Regardless of their handicapping condition, children who do not need special education or especially designed programs are not eligible for services under PL 94-142. Only individuals with physical or mental impairments that substantially limit one or more of the person's major life activities are intended and covered by Section 504.

MCPS is working with local, state, and federal agencies to train physical education staff to deliver the most appropriate and effective program for each individual student under the provisions of PL 94-142 and Section 504.

Additional Administrative and Safety Information

1. All students shall be required to have a complete change of clothing to participate in the program of physical education. A uniform is recommended.

2. Proper footwear shall be worn at all times.

   a) Students shall not perform barefoot in any activities other than Gymnastics, Modern Dance, and Wrestling.

   b) Students shall not perform in stocking feet in any activity other than Trampolining.

3. Students shall not perform while they are wearing eyeglasses unless said glasses are protected by a glasses' guard.

   NOTE: If a student wears glasses of an "all plastic" composition, and if there is a written request from the parent/guardian that a glasses' guard is not desired, and such request is on file in the school, said student may participate without the guard. The same shall be true for contact lenses.

4. The teacher is the final judge as to whether or not it is too cold to participate in an outdoor program of physical education. Students shall be properly clothed when participating in outdoor physical education activities.

5. The MCPS Safety Handbook provides specific information on safety procedure in physical education.

6. Local schools may provide gym suits for purchase by students. Any suit or accessory must be available for purchase by all students.

7. Individual schools may either engage the services of a towel rental company or provide this service within the school. Appropriate monetary assessments for this service will be made by each local school administrator.

DESCRIPTION OF PROGRAM

List of Courses, Grades 9-12

Physical Education I
*Physical Education II
*Physical Education III
*Physical Education IV
**Officiating
**Recreational Leadership

Description of Courses

The physical education courses listed are described briefly. Specific instructional objectives for each sports activity are described in detail in the *Secondary Physical Education Instructional Guide.*

Physical Education I — Grade 9
7700 — 1 year — 1 credit

Physical Education I-A
7720 — 1 semester — ½ credit

Physical Education I-B
7721 — 1 semester — ½ credit

In Physical Education I (Grade 9), the course will include opportunity for a degree of student choice from a variety of individual, dual, and team sports and developmental activities. Also, students will be guided in the identification and improvement of their individual physical fitness levels.

Upon completion of Physical Education I, students should be able to:

- demonstrate intermediate skills in team, individual, dual, and developmental activities
- assess own level of skill and recognize skill improvement
- begin making choices among physical education activities that are personally most enjoyable and satisfying, and participate in these activities
- participate with confidence in several coeducational activities
- develop a personal physical fitness program and individual assessment measures
- demonstrate an awareness of potential career opportunities available in physical education and leisure related fields

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*This course may be offered as two semester-courses.
**One semester course

Physical Education II — Grades 10, 11, 12
7701 — 1 year — 1 credit

Physical Education II-A
7702 — 1 semester — ½ credit

Physical Education II-B
7722 — 1 semester — ½ credit

Physical Education III — Grades 11, 12
7703 — 1 year — 1 credit

Physical Education III-A
7704 — 1 semester — ½ credit

Physical Education III-B
7724 — 1 semester — ½ credit

Physical Education IV — Grade 12
7705 — 1 year — 1 credit

Physical Education IV-A
7706 — 1 semester — ½ credit

Physical Education IV-B
7726 — 1 semester — ½ credit

In Physical Education II, III, and IV, students receive continued instruction in the development of skills associated with the activities of Physical Education I. Greater emphasis is placed on the advanced techniques of both team and individual sports.

Students may choose any course in physical education as an elective to acquire credit toward graduation. The course will continue to be structured, although there will be more options available.

Physical education is a developmental program which requires skill classification in regard to physical and psychomotor development. It is generally advised that assignment to physical education be made according to grade level to best facilitate skill and size classification. However, it is recognized that in most schools it is difficult to have coeducational and team teaching without mixing grade levels. In these instances, ability grouping takes place within each class. (On the student's record, the first year of physical education is recorded as PE I; the second year, PE II; etc.)

Students may participate in a variety of these activities within a semester or may concentrate on a single activity described in the *Physical Education Instructional Guide, Grades 7-12*. Three activities commonly taught as full semester courses are gymnastics, modern dance, and lifetime sports.

Upon completion of Physical Education II, III, and IV, the student should be able to:

- perform intermediate and advanced skills in several team, developmental, individual, and dual activities
- exhibit a thorough knowledge of the rules and strategies in most sports in which he/she has participated
- show responsibility for the safe participation of all persons involved during an activity

- continue making choices as to the physical education activities most enjoyable and satisfying to him/her, and participate accordingly
- enjoy participation in appropriate coeducational activities both in class and in leisure time
- value and use exercise for the maintenance of organized health and physical fitness
- examine occupations in physical education, athletics, and other leisure related fields that might interest them

Officiating — Grades 10, 11, 12
7712 1 semester ½ credit

Interested students are prepared for officiating competitive sports. Students receive instruction in techniques of sports officiating; gain practical experience in officiating; and learn the official rules governing the various sports. Guests speakers from the local officiating organizations will provide expertise in their particular sports.

Upon completion of Officiating, the student should be able to:

- pass written and practical tests in the sports studied
- officiate sports contests
- exhibit confidence and decision-making ability in game situations
- understand structure of local and national officiating boards
- realize potential part-time employment opportunities available in sports officiating

Recreational Leadership — Grades 10, 11, 12
7714 1 semester ½ credit

Those students who have an interest in one or more recreational activities will find in this course an introduction to all major areas of recreation including camping, swimming, public programs and playgrounds, and industrial recreation programs. Training will be provided in working with different age groups. The course is designed to promote interest in and knowledge of different areas of recreational leadership and related opportunities available for part-time and summer employment. Students will participate in and study a wide variety of recreational activities; learn to prepare activity plans for different age groups; participate in a practicum outside of class; and compile and organize recreation activity materials and resources in a usable file.

Upon completion of Recreational Leadership, the student should be able to:

- understand the functions, duties, qualities, and techniques of the recreational leader
- be acquainted with a variety of organized recreational activities
- plan and conduct recreational program activities for a variety of age groups
- experience job application and interview situations
- demonstrate an awareness of a wide variety of career opportunities in the field of recreation — locally and nationallly
- explore in depth one career in physical education, recreation, or athletics

Physical Activity
7715 No credit

Provision is made here for students to fulfill their state required physical activity by means other than the courses listed above.

Summer School for the Performing Arts — Advanced Dance — Grades 10, 11, 12

6917 Summer School ½ credit
1 semester physical activity (for Summer School 1979)

This is an advanced course for the gifted and talented in dance, offered through the Division of Aesthetic Education. See *Program of Studies* volume on Dance, Drama/Theatre, and Interrelated Arts.

MCPS INSTRUCTIONAL GUIDES FOR PHYSICAL EDUCATION, GRADES 9-12

Secondary Physical Education Instructional Guide — (7-12) 1978.

Performance Objectives Bank.

MCPS-produced Audiovisual Programs.

Careers in Physical Education and Leisure Related Fields (Slide Tape #50).